

Program Description/Textbook or Print Instructional Material

Vendor	Pearson Education, Inc., PA Pearson Prentice Hall
Web URL	www.phschool.com
Title	Abriendo paso: Lectura
Author	Diaz et al.
Copyright Date	2005
ISBN	0131163485
Edition	2nd Edition
Course/Content Area	AP Spanish Language
Intended Grade or Level	9-12
Readability Level	None Available
List Price	\$61.96
Lowest Wholesale Price	\$46.47

Level of Accommodations Level Three

If Level Two or Level Three, please provide rationale for not meeting Level One Compliance

Rationale Pearson Prentice Hall is unable to provide files in Levels One due to the variety of page layout systems used to create the text. These systems are not compatible with specialized formats such as XML or HTML.

FEATURES**Disclaimer**

The features of each book or program were developed by the publisher and do not reflect the opinion of the State Review Team, State Textbook Commission, or of the Kentucky Department of Education.

Content

ABRIENDO PASO Lectura is a literature anthology that focuses on developing upper level language skills (listening, speaking, reading, and writing). The book provides engaging literature selections (short stories, poetry, non-fictional articles, and a play) with outstanding pre- and post-reading activities. The content in ABRIENDO PASO is ideal for any upper level Spanish class including classes that focus on preparing for the Advanced Placement Language Examination.

Student Experiences

ABRIENDO PASO carefully guides students to expand their Spanish skills in listening, speaking, reading, and writing. The author has selected important selections that engage the learner. The pre- and post-reading activities guide the student to success with each selection. The carefully written post-reading activities check comprehension but also model the testing formats found on national assessments. The creative speaking and writing tasks connect with student creativity while expanding their language skills.

Assessment

The Assessment Program supports each literature selection with language and comprehension checks, plus opportunities for personalized writing.

Organization

ABRIENDO PASO is organized around literary genres. Chapters 1-13 are short stories. Chapters 14-22 are poems. Chapters 23-26 are non-fictional magazine articles and the last chapter is a complete play. Each selection is supported by a pre-reading section, an introduction to the author, post-reading comprehension questions, and extension activities that focus on speaking and writing. Each chapter also includes a picture-sequence for speaking practice and two listening selections.

Resource Materials:

Gratis Items to be provided and under what conditions -

Free upon request with a minimum purchase of 25 Abriendo paso: Lectura Student Editions:

1 per teacher user: Lectura Lesson Plans, Script, and Answer Key; Lectura Teacher Audio CD, and the Assessment Program.

Available Ancillary Materials

Research Data and Evidence of Effectiveness

Disclaimer: The research data and evidence of effectiveness was provided by the publisher and does not reflect the opinion of the State Review Team, State Textbook Commission, or the Kentucky Department of Education

Note: Please complete this section by indicating the research data and evidence of effectiveness, or give a web site where the information is located. If there is no research data and evidence of effectiveness, please indicate "not available".

Research Available	No	If yes, provide information below.
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Disclaimer: Comments on the strengths and/or weaknesses of each book, material or program were written by members of the State Textbook/Instructional Materials Review Team and reflect their opinions. They do not reflect the opinions of the State Textbook Commission nor the Kentucky Department of Education. In addition, the State Textbook/ Instructional Materials Review Team completed each evaluation form during the week of July19-23, 2004. In order to maintain the integrity of the of the review team's comments, editing was limited to spelling and punctuation.

Title **Abriendo Paso: Lectura**
Publisher 'Pearson Education/Prentice Hall
Item Evaluated Text
Content Level Spanish
ISBN 131163485131163485
Copyright Date 2005
Date of Evaluation 07/22/04

Recommended YES

Publisher's Explanation of Reviewer's Comments:

Technology Strengths

Technology Weaknesses

Instruction & Assessment Strengths

Instruction & Assessment Weaknesses

Organization & Structure Strengths

Organization & Structure Weaknesses

Resource Materials Strengths

Resource Materials Weaknesses

Technology Comments

Equipment

Windows	No	Macintosh	No	CD ROM	No	Sound	No
Equipment Other							

Grade Level

Primary	No	Intermediate	No	Middle	No	High	No
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Audience

Individual	No	Small Group	No	Large Group	No
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Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

Format

Stand Alone/Independent	No	Integrated	No	Supplemental	No
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Cost

Single Copy		School Version	
Network Version		Online	
Site License		Lab Pack	

Type of Software

Simulation	No	Tutorial	No	Critical Thinking	No
Management	No	Exploratory	No	Utility	No
Interdisciplinary	No	Creativity	No	Type of Software -	
Problem Solving	No	Drill and Practice	No	Other	

Management

	Allows customizing for individual learning needs
	Allows Students to exit and resume later
	Keeps student's performance record, where needed
	Allows control of various aspects of software (sound)
	Allows printed reports

Presentation/Interface

	Presents material in organized manner
	Consistent, easy-to-use, on-screen instructions
	Developmentally correct presentation/ format
	Adapts to different learning styles/multiple intelligences
0	Accessible for special needs students
	Runs smoothly, without long delays
0	Easy-to-view text and graphics
	Easy-to-hear and understand sounds
	Avoids unnecessary screens, sounds, and graphics
	Provides immediate, appropriate feedback
	Presentation/Interface Comments

Rating

Strength

Weakness

Identifies a Sense of Purpose		

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

<i>Rating</i>	<i>Strength</i>	<i>Weakness</i>
Provides Guiding Questions and Instructional Objectives		
Develops and Builds on Student Ideas		
Encourages student to become an independent learner (performer, creator, speaker)		
Assesses Student Progress – Commonwealth Accountability Testing System (CATS) “like” Assessment is provided. Variety of Assessments (diagnostic, formative, Summative, open response, multiple choice, individual, small group, oral demonstrations, presentations, portfolio prompts) is included, Performance assessment opportunities are also included.		
Enhances the Learning Environment		
Reading level appropriate for interest and ability level of intended student group; level remains consistent throughout		
Includes activities and opportunities for integration of technology		
Reflects research-based practices (e.g. hands-on activities, technology, problem-solving situations) engaging students and promoting student thinking		
Is aligned to the Program of Studies and Core Content for Assessment		
Includes opportunities for writing (reviews / personal response / reflection)		

<i>Rating</i>	<i>Strength</i>	<i>Weakness</i>
Language skills (listening, speaking, reading, writing) balanced and integrated within each lesson.		

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

<i>Rating</i>	<i>Strength</i>	<i>Weakness</i>
4	Very balanced in this text among all components, and great emphasis on building listening comprehension skills.	
Students are given opportunities to communicate in target language in contextual, meaningful, and authentic situations for interpersonal, interpretive, and presentational modes/purposes.		
4	Though presentations are not a large concentration of the text, communicative opportunities are varied and used in contextual and authentic situations.	
Materials provide opportunities for students to express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements. (1.1.B1)		
3	Though not as strong an emphasis as in A.P. - Gramatica, students are given adequate opportunity to internalize literature and use these expressions to express reflection.	Though not as strong an emphasis as in A.P. - Gramatica, students are given adequate opportunity to internalize literature and use these expressions to express reflection.
Materials provide opportunities for students to respond to one-on-one interactions, simple questions and simple requests. (WL – 1.1.B2)		
4	Through discussion and debate about the stories in the text, student are able to respond to many types of interactions and questions.	
Materials provide opportunities for students to incorporate appropriate gestures in conversations.		
2		Not mentioned in text unless in the context of a story.
Materials provide opportunities for students to create descriptions within contexts. (WL – 1.1.B6)		
4	Through compositions, debate, and picture sequences, students are given ample opportunity to create complex descriptions within literary contexts.	
Materials provide opportunities for students to exchange information with peers and others. (WL – 1.1.B7)		
4	Prompts in text promote frequent debate and discussion.	
Materials provide opportunities for students to use different ways to express the same idea WL – 1.1.03		

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

<i>Rating</i>	<i>Strength</i>	<i>Weakness</i>
4	Vocabulary units related to stories concentrate on idioms and words that supplement known vocabulary to aid in circumlocution.	
Materials provide opportunities for students to understand and interpret written and spoken language on a variety of topics.		
4	Though interpreting spoken language is not as strongly emphasized as reading comprehension, both are given fair and adequate treatment in the text.	
Materials provide opportunities for students to respond appropriately to familiar directions, instructions and commands. (WL – 1.2.B1)		
4	All directions in the book are in Spanish.	
Materials provide opportunities for students to identify and use some aural, visual and contextual clues to derive meaning. (WL 1.2.B4)		
4	Through the reading and listening comprehension exercises, students are given a multitude of opportunities to use contextual cues and develop abilities to do so.	
Materials provide opportunities for students to identify main ideas and key words in level appropriate speech and print material. (WL 1.2.B7)		
4	Comprehension questions help to guide students to identify these things in the written and spoken material. Materials are also AP level appropriate.	
Materials provide opportunities for students to present prepared material (e.g., poems, dialogues, songs) to audiences. (WL – 1.2.B3)		
3		Presentation of prepared material is not a concentration of the text; impromptu presentation is emphasized.
Materials provide opportunities for students to summarize main ideas of selected authentic and/or contextualized materials (e.g., stories, TV commercials). (WL – 1.3.B7)		
3	The text is centered around literature. While focusing only on stories, the materials is authentic and contextualized.	
Materials provide opportunities for students to narrate events using some temporal expressions (e.g., tell what they are going to do for their birthday).		

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

<i>Rating</i>	<i>Strength</i>	<i>Weakness</i>
4	Students are asked to reflect on stories and discuss similar events in their lives or to reflect on how things affect them.	
Textbook/instructional material is organized according to the natural acquisition of language through function.		
4	4	4
Emphasis is placed on lifelong learning by suggesting uses of the target language for personal enjoyment and enrichment.		
4	Text is centered around students learning themes and relating literature to their lives, emphasizing how Spanish can be used for enjoyment.	
Students are given opportunities to gain knowledge and understanding of other cultures, as well as their own.		
4	Through the use and dissection of literature, students are able to understand Spanish-speaking cultures and how they relate to their own.	
Cultural information is authentic and current.		
4	Stories are relatively modern and very accurate.	
Cultural information reflects the diversity within the cultures (e.g. race, economics, political, social).		
4	Stories allow students the opportunity to broadly explore this diversity within context.	
Cultural information is presented in the target language whenever possible.		
4	All information is presented in the target culture.	
Material integrates Arts and Humanities when possible.		
3	Slight concentration and mention of art - poetry is best example.	
Material provides opportunities for students to develop an understanding of the relationships between the products and perspectives of the culture by students opportunities to:		

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

Rating		Strength	Weakness
Yes	<i>Identify common words, phrases and idioms</i>	Yes	<i>Identify social, geographic, political factors that impact cultural practice</i>
Yes	<i>Identify commonly held generalizations about target culture</i>	Yes	<i>Identify differences and similarities among same-language cultures</i>
Yes	<i>Identify products, expressive forms, contributions, objects, images, and symbols of target culture</i>		
4		Method of breaking down literature employed by the book helps students evaluate all above aspects.	
Cultural information reflects the influence of the target culture in the United States and around the world.			
3		Literature choices show influence and importance of target culture in the world.	United States not a large concentration of text.
Content reinforces knowledge of other disciplines through the target language.			
3		3	3
Linguistic connections are made among languages.			
2		This is very limited, as focus of text is reading comprehension and Spanish.	
Structural patterns are identified in both the target language and the student's own language.			
1		At this level (AP), students should already be able to understand the structural differences between language.	
Historical connections are made among languages.			
1			No mention of Spanish as a Romance language.
Materials provide connections with target culture through technology media, and authentic resources.			
2		Limited to listening CDs used in conjunction with text, but appropriate for AP level class.	

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

Description of Gratis Items**KY-2C****All blank entries due to lack of information provided by the publisher.**

Company	Pearson Education, Inc., PA Pearson Prentice Hall
Title of Textbook or Program Bid	Abriendo paso: Lectura
Prepared By	Hope Heredia, State Adoption Administrator
Date	4-Jun-04
ISBN (Item 1)	0131163507
Copyright Date	2005
Title of Item	Lectura Lesson Plans, Script, and Answer Key
If packet, list the contents	
Description of Items including Packet Contents	Teacher support providing lesson plans, script, and answer key
Current Catalogue Price	\$34.47
ISBN (Item 2)	0838417809
Copyright Date	2001
Title of Item	Lectura Teacher Audio CD
If packet, list the contents	
Description of Items including Packet Contents	Audio CD
Current Catalogue Price	\$27.97